Final Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:
2011-2012 All academic programs participate in an annual program review
2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of
        programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240
Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.
Website: http://foothill.edu/staff/irs/programplans/index.php
2011-2012 Submission Deadline:
All program review documents are due to Deans by December 16

Basic Program Information

Department Name: Women's Studies

Program Mission(s): The Women's Studies major offers both male and female students opportunities to study the experiences, history, contributions, and cultural images of women both domestically and internationally, with a strong emphasis on global understanding and multicultural contributions.

Program review team:

Name	Department	Position
Dolores Davison	History/Women's Studies	Professor

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Women's Studies	A.A.	33

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:
http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
SEE ATTACHED				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data

	2008-2009			2009-2010			2010-2011		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
   - Enrollment in the program has remained steady. The absence of in person classes in some quarters may account for a small decline between 09-10 and 10-11.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
   a. AA, AS, transcriptable certificates
   b. Local, non-State approved certificates
   c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
      - No certificates or degrees have been awarded in the last two years, although numerous students have transferred with an emphasis in WMN (however, this information is entirely anecdotal).

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)
      - Productivity has increased steadily in the past three years, and in 2010-11 was at 614, well above the college average. Low enrolled course sections have been eliminated, and WMN 5 has been offered over the summer on line.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
      - WMN 5 will be offered in person in spring for the first time in several years; it will be interesting to see what kind of enrollment it gets. All other classes fill consistently.

5. Curriculum and SLOs
   a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?
      - WMN 11 must be updated this year; all other courses are updated.
   b. Comment on program mapping and how it ties to the college Mission(s).
      - Key transfer program.
   c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
      - Natural overlap with numerous other interdisciplinary programs, including sociology, history, psychology, anthropology, art, social science, and communications.
   d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
      - The field is consistently in flux, but nothing is so radical as to require new curriculum; however, courses in 4 year curricula that are not currently offered could be included.

    e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

- Yes, all courses and the program have identified SLOs.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

- The program transfers students to four year universities and colleges, and also allows students insight into a number of workforce programs, including social work.

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

SEE ATTACHED

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO
What findings can be gathered from the Course Level Assessments?
Writing continues to be the most difficult part of WMN courses. Students are unaccustomed to doing research and are under the false impression that a WMN course will be easy and require little work. Continued focus on writing and research skills will be required.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?
More writing assignments, better scaffolding, and a greater awareness of what the courses require (WMN as a serious academic discipline rather than a cake walk class) would help outcomes.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?
Clear indication within the SLOs that writing and analytical skills are necessary for students to succeed in the courses and therefore the program as a whole.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Better identification (especially in online classes) of the level of work and preparation required; emphasis of advisories for introductory courses has helped to limit the number of underprepared students. Further examination of prerequisites as an option should be undertaken.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?
Students continue to struggle with analytical skills and writing. Further research at the capstone level should demonstrate whether or not students who graduate in the program are successful in attempts to transfer or find employment.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?
The inclusion of the COMM course as a core of the major has helped with analytical skills; further involvement of outside departments might also aid in increasing student interest. At this time there are not plans to create a 1440 Transfer degree in WMN.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Emphasis of advisories on all classes	All (writing requirements)	Basic Skills/Transfer	Students who are aware of necessary writing and reading levels will wait to take the courses until after having completed college level English.
2 Seek additional courses to add to major	All	Transfer	More course offerings might make the major more appealing for students looking to major in a social science.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs.

3.1 Program relation to college mission/core missions

A major in women's studies provides students with a unique contextual validation for today's woman, and prepares students who wish to enter fields such as law, medicine, and business. The major also allows students to pursue careers in health, teaching, government, counseling, and community work. Through the women's studies major, students will gain knowledge regarding women's issues, and will therefore be better prepared to work with both the general and the female population in a variety of areas. Students transfer with majors in women's studies as well as graduate with AA degrees in the major, fulfilling missions of transfer as well as career workforce education.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Increase success rates among Hispanic/Black students	Ongoing	Course texts were reviewed for greater inclusiveness; additional section of face to face WMN 5 (intro course) was added.	Ongoing
2 Expand course offerings to include greater variety of courses	Ongoing	Current budgetary situations have prevented the possibility of greater course offerings	Deferred
3 Collaborate with colleagues college-wide to cross-list or link more WMN courses	Ongoing	Discussions with sociology department about women in sociology course moving forward.	Ongoing

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1 Increase participation of male students in WMN courses	Ongoing/long term	Continued	
2 Add additional courses in WMN	Ongoing/long term	#2	Increased interest in the major.

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
NA			

Reassigned Time

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
NA			

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
NA			

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
NA			

One-time/Other: (Release time, training, etc.?

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
NA			

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Program has dedicated part time faculty and one full time faculty member.	Reputation of program and proximity of strong transfer programs (Mills, UCSC, Cal)
Weaknesses	Interdisciplinary nature of the major occasionally makes it difficult to find faculty to teach courses.	Students assume that the classes are easy and not academically rigorous.
Opportunities	Continued work with other departments to build the major.	Links with Stanford and other local universities through alumni participation.
Threats	The state of the budget means the potential of less class offerings.	Lack of jobs which specifically call for the major (although the skills found in the major are necessary).

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? The budget continues to be a concern, and until such a time as all funding is restored, will continue to present challenges.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? None.

5.4 Address the concerns or recommendations that were made in prior program review cycles. None.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? The program productivity continues to increase, and it is clear that students are interested in the courses offered. WMN continues to be one of the strongest programs staffed exclusively by part time faculty and overload full time faculty.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Very good analysis of the program.

6.2 Areas of concern, if any: None at this time.

6.3 Recommendations for improvement: We keep the program on the radar for as long as we can.

6.4 Recommended Next steps:
_xx__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Foothill College
Program (BSS-WMN) - Women's Studies AA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BSS-WMN) - Women's Studies AA - 1 - Identify connections between specific people, groups, events and ideas and larger sociological, psychological, historical and gender studies specific themes, developments and topics . **PL-SLO Status:** Active	**Assessment Method:** Research work resulting in capstone paper demonstrating critical analysis of the connections between specific groups **Assessment Method Type:** Research Paper **Target:** 85% of students will successfully complete the capstone paper in one of the core courses within the program.		
Program (BSS-WMN) - Women's Studies AA - 2 - Critically analyze a variety of primary and secondary sources and draw valid sociological, psychological, historical, and gender studies interpretations from them. **PL-SLO Status:** Active	**Assessment Method:** Critical analysis in the form of an annotated bibliography that demonstrates understanding of primary and secondary sources within the field of women's studies. **Assessment Method Type:** Case Study/Analysis **Target:** 85% of students will successfully complete an annotated bibliography in one of the core courses for the program.		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION & CULTURE - 1 - Critical Thinking - A successful student will be able to practice critical thinking and examine the lived human experience. (Created By Department - Communication Studies (COMM)) **Assessment Cycles:** 2011-2012 **Start Date:** 09/23/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Socratic lecture/discussion, research project **Assessment Method Type:** Research Paper **Target:** Competency	06/30/2011 - Assessment method effectively address the lived experience of gender groups in the United States. Students are able to verbally express their knowledge about gender groups as well as to write critically about those lived experiences. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Funding for augmenting video/documentary library and equipping all COMM classrooms with necessary technological tools. Funding for professional growth in gender and cultural studies/activities, conference participation, guest speaker stipends, and su	06/30/2011 - Update and augment exam questions and research topics as demographic information changes. Incorporate more situational examples in questions and project topics that reflect student accounts of their lived experience.
Department - Communication Studies (COMM) - COMM 10 - GENDER, COMMUNICATION & CULTURE - 2 - Skills - A successful student will improve communication skills within and between gender groups. (Created By Department - Communication Studies (COMM)) **Assessment Cycles:** 2011-2012 **Start Date:** 09/23/2011 **Course-Level SLO Status:** Active	**Assessment Method:** Group discussion, research project presentation **Assessment Method Type:** Discussion/Participation **Target:** Competency	06/30/2011 - The interaction and dialogue between students during class discussion and activities provide ample opportunity for cross gender communication. This exchange enables students to become aware of how their communication is received by others; the impact it has on other genders as well as indicates areas of needed improvement. **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** Institutional understanding and support for the incorporation of personal testimony as means to make sense of and theorize about the gendered world in which we live and the	06/30/2011 - To incorporate the requirement of personal testimony rather than the sharing of opinion because it prevents the dismissal of one's lived experience. An opinion can be dismissed by disagreement but one's lived experience cannot. Therefore, students will be better able to understand the gender experience of others, which improves one's ability to communicate across gendered lines.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		phenomenon of communication. Funding for professional growth in gender and cu	
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 1 - theories and processes - Identify the theories and processes of physical, cognitive, social, and emotional development of the individual from conception to adolescence. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 14 - CHILDHOOD & ADOLESCENCE - SLO 2 - application - Apply developmental psychological concepts, theories, and research findings as these realte to everyday life. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 1- Effects of biology and society - Identify and analyze effects of biology and society (i.e., the effects of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012			

Generated by TracDat a product of Nuventive.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 22 - PSYCHOLOGY OF PREJUDICE - SLO 1 - Ethnic culture and values - Each student will demonstrate knowledge of principles and methods that reflect the culture and values of the five dominant ethnic groups: African American, Asian American, Hispanic, Native American and White/Non Hispanic. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		
Department - Psychology (PSYC) - PSYC 22 - PSYCHOLOGY OF PREJUDICE - SLO 2- stereotyping and discrimination - Each student will demonstrate their knowledge regarding the concept of stereotyping and it's relationship to discrimination. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012	**Assessment Method:** Exam **Assessment Method Type:** Exam - Course Test/Quiz		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 30 - SOCIAL PSYCHOLOGY - SLO 1 - theories and content - Demonstrate knowledge of the major theories and content areas of social psychology. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Psychology (PSYC) - PSYC 30 - SOCIAL PSYCHOLOGY - SLO 2 - application - Apply social psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Psychology (PSYC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Social Science (SOSC) - SOSC 20 - CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY - SLO 1 - identification - Students will be able to identify differences and similarities between the socially constructed categories of race and ethnicity. (Created By Department - Social Science (SOSC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			
Department - Social Science (SOSC) - SOSC 20 - CROSS-CULTURAL PERSPECTIVES FOR A MULTICULTURAL SOCIETY - SLO 2 - influence of culture - Students will be able to discuss how culture shapes beliefs, values and perspectives. (Created By Department - Social Science (SOSC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 1 - Effects of biology and society - Identify and analyze effects of biology and society (i.e., the effects of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - Sociology (SOC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
patriarchy's effects on women's psychology. (Created By Department - Sociology (SOC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 30 - SOCIAL PSYCHOLOGY - SLO 1 - theories - Student will demonstrate knowledge of the major theories and content areas of social psychology. (Created By Department - Sociology (SOC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 30 - SOCIAL PSYCHOLOGY - SLO 2 - application - Students will apply social psychological concepts, theories, and research findings as these relate to everyday life. (Created By Department - Sociology (SOC)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
1 - sociological imagination - Students will identify the two main component parts or features of the sociological imagination. (Created By Department - Sociology (SOC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 2 - Significance - Students will demonstrate an understanding of why the sociological imagination sociologically significant. (Created By Department - Sociology (SOC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Sociology (SOC) - SOC 40 - ASPECTS OF MARRIAGE & FAMILY - SLO 3 - Scientific Method Basis - Students will identify the basis of the scientific method. (Created By Department - Sociology (SOC)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 11 - WOMEN IN GLOBAL PERSPECTIVE - SLO 1 - Significant themes - Identify the most significant themes in women's studies in a global context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2011-2012			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 11 - WOMEN IN GLOBAL PERSPECTIVE - SLO 2 - influence of women - Evaluate the influence of women in cultural and societal development. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 15 - A HISTORY OF WOMEN IN ART - SLO 1 - Culturally diverse arts - Utilizing a chronological and thematic approach, students will evaluate and discuss the culturally diverse arts produced by women in the history of art, from the Middle Ages to the present. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 15 - A HISTORY OF WOMEN IN ART - SLO 2 - Women's influences on art - Analyze in written form, the influences on art produced by women of such issues as gender, race, socio-economic and political conditions, increasing urbanization and conceptions of nature. (Created By Department - Women's Studies (WMN))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 1 - Effects of biology and society - Identify and analyze effects of biology and society (i.e., the effects of culture and social interaction) on women's psychology (or psychologies, since differing cultures produce a range of psychologies). (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 21 - PSYCHOLOGY OF WOMEN: SEX & GENDER DIFFERENCES - SLO 2 - Effects of patriarchy - Comprehend and evaluate patriarchy's effects on women's psychology. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 34H - HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an understanding of the roles of			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 34H - HONORS INSTITUTE SEMINAR IN WOMEN'S STUDIES - SLO 2 - analysis - Analysis of gender and its impact on societal norms and expectations. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 35 - DEPARTMENT HONORS PROJECTS IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Women's Studies (WMN) - WMN 35 - DEPARTMENT HONORS PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36 - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36 - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36X - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36X - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Women's Studies (WMN) - WMN 36Y - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36Y - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36Z - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 1 - roles of women in context - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Assessment Cycles: 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 36Z - SPECIAL PROJECTS IN WOMEN'S STUDIES - SLO 2 - analysis - Evaluation of topics in women's studies which reflect an understanding of the roles of women within a historical or other context. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2009-2010 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 5 - INTRODUCTION TO WOMEN'S STUDIES - SLO 1 - Roles of women in society - Evaluate the roles of women in society from a historical and sociological perspective. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 5 - INTRODUCTION TO WOMEN'S STUDIES - SLO 2- Significance of women - Identify and analyze the significance of			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
women in multiple areas of society and culture. (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active			
Department - Women's Studies (WMN) - WMN 5 - INTRODUCTION TO WOMEN'S STUDIES - Fake SLO ok to delete - To be awesome (Created By Department - Women's Studies (WMN)) **Assessment Cycles:** 2010-2011 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** I will cover myself with sparklies and be a princess. **Assessment Method Type:** Research Paper **Target:** I will be 100% of a princess :)	09/23/2011 - I AM A PRINCESS!!!!!!!!!!!!!!!!!!!! **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** I NEED MORE PRINCESS SPARKLIES!!!!!!!!!!!! and a crown/tiara	09/23/2011 - I will travel to Italia and meet a prince who will buy me shoes and sparklies.